

Woodruff Primary

200 Lucy P. Edwards Road
Woodruff, South Carolina 29388

Grades K-2 Primary School

Enrollment 660 Students

Principal James V. Call, Jr. 864-476-3174

Superintendent Dr. W. Rallie Liston 864-476-3186

Board Chair Mr. Milton Smith 864-476-3186

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	0	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	No
2005	Excellent	Good	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	95.9%
Student-teacher ratio in core subjects	17.8 to 1
Percent of parents attending conferences	99.9%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	12.9

Type of accreditation: *(More than one may apply)*

<input type="checkbox"/>	Not pursuing accreditation
<input checked="" type="checkbox"/>	Conducting a self-study
<input checked="" type="checkbox"/>	State Department of Education
<input checked="" type="checkbox"/>	Southern Association of Colleges and Schools
<input type="checkbox"/>	American Montessori Society
<input type="checkbox"/>	National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 660)				
First graders who attended full-day kindergarten	97.6%	Up from 96.0%	97.6%	98.8%
Retention rate	2.2%	Down from 2.8%	3.5%	4.6%
Attendance rate	95.9%	Down from 96.4%	95.8%	95.5%
With disabilities other than speech	2.8%	Up from 2.2%	3.4%	3.9%
Older than usual for grade	0.2%	Up from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 47)

Teachers with advanced degrees	80.9%	Down from 85.1%	68.6%	52.2%
Continuing contract teachers	91.5%	No change	91.4%	88.6%
Highly qualified teachers	100.0%	No change	96.9%	96.3%
Teachers with emergency or provisional certificates	2.3%	Down from 4.5%	0.0%	0.0%
Teachers returning from previous year	93.4%	Down from 93.6%	88.3%	89.1%
Teacher attendance rate	94.6%	Down from 95.2%	94.4%	94.6%
Average teacher salary	\$45,471	Up 1.4%	\$45,471	\$40,952
Prof. development days/teacher	14.4 days	Down from 16.8 days	13.9 days	16.5 days

School

Principal's years at school	26.0	Up from 25.0	26.0	4.5
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.1 to 1	19.7 to 1	19.2 to 1
Prime instructional time	89.5%	Down from 91.0%	88.8%	88.6%
Dollars spent per pupil*	\$6,620	Up 2.3%	\$5,730	\$5,871
Percent of expenditures for teacher salaries*	62.8%	Up from 47.4%	62.8%	62.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	95.2%	89.4%
Highly qualified teachers in high poverty schools	N/A	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance rate in this school	95.3%	Yes

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Educators at Woodruff Primary School recognize that the primary years create the foundation for future success in each child's life. We truly believe that each child can learn and that as early childhood educators, it is our responsibility to identify where each child is performing academically and developmentally and support that child as he/she moves to the next level. We believe that is the way in which children experience the most success and growth in their learning.

The 2004-2005 school year allowed preschool and kindergarten teachers to continue to analyze appropriate practices for young children as some continued and others began implementing the High/Scope model for early learning. Beginning with the 2005-2006 school year, all preschool and kindergarten teachers will have begun High/Scope training, which is one of the four models recommended by the State Department of Education. Some teachers will have actually completed their lead teacher training by the summer of 2005.

In addition, assessment on the Early Childhood Environment Rating Scale (ECERS) is required by the State Department of Education. The evaluator visited in five classrooms at Woodruff Primary School. The scores from those visits were averaged to determine the school's score of 5.19. This score indicates that the quality of early childhood programs at Woodruff Primary is very high.

We believe that the ongoing professional development of teachers is directly linked to student achievement. Professional development opportunities have included book studies, conferences, online courses, graduate courses, and workshops. Four teachers presented at the Fall Renewal Conference, which is an annual writing conference held at USC Upstate. Six teachers received an EIA grant on teaching comprehension strategies for \$6,000.00.

Assessment results determine instructional practices at Woodruff Primary School. Teachers utilize anecdotal note taking, running records, comprehension rubrics, writing rubrics, checklists, unit tests, the Observation Survey, and Measures of Academic Progress (MAP) to measure student growth in various areas. The growth in student achievement has been impressive as we teach according to the assessed needs.

In 2004-2005, the faculty began to analyze school and community demographics, student achievement data, and our beliefs and mission in developing our five-year school improvement plan. We anticipate a visit from an accrediting team of the Southern Association of Colleges and Schools (SACS) in 2006. The findings of our self-study will result in the creation of action plans to guide our decision-making for the next five years.

As always, we are appreciative of the excellent support of our parents and community. With the parents, community, and school working together, we can ensure that our young students are provided the foundation they need to be successful in school and in life.

James V. Call, Jr., Principal

Wendy H. Lawson, Chairperson of the School Improvement Council

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	35
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	91.2%